

Generation Z in the Classroom: Preferred Teaching Strategies for Enhancing Engagement and Learning

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Abstrak

This study explores how Generation Z students—those born between 1997 and 2012—prefer to learn, focusing on their experiences at AZA Dayah, an Islamic boarding school. Growing up in a digital world, Gen Z students are used to instant information, constant connectivity, and interactive media. Through focus group discussions, classroom observations, and interviews with 112 students, the research highlights key themes in how they engage with learning. The findings reveal that Gen Z learners are most engaged when lessons are interactive, visually rich, and connected to real-life situations. They respond well to teaching strategies that include videos, educational games, group work, and discussions. In contrast, long, lecture-style teaching often leads to boredom and distraction. Students also emphasized the importance of timely feedback and appreciated teachers who welcomed questions and made space for dialogue. Learning alongside peers in a collaborative setting was seen as motivating and less stressful. These insights point to a growing disconnect between traditional teaching methods and what Gen Z students actually need to thrive. The study suggests that blending face-to-face learning with technology, encouraging participation, and making lessons more relevant to daily life can significantly improve student motivation and understanding. Although the research was conducted in a specific cultural and religious context, the lessons it offers are relevant for educators everywhere. Meeting Gen Z where they are requires a shift toward more flexible, student-centered approaches that acknowledge how much the world and the classroom has changed.

Kata Kunci: Classroom, Dayah, strategy, Teaching.

A. Introduction

Certainly! Here's a **more humanized and readable version** of your text while keeping it suitable for an academic context:

Generation Z (Gen Z), born between 1997 and 2012, is the first generation to grow up entirely in a world saturated with technology. From a young age, they've been surrounded by smartphones, social media, and instant access to information. As a result, their approach to learning is quite different from earlier generations. They tend to favor interactive, visual content and value education that feels practical and relevant to real life (Seemiller & Grace, 2016; Shatto & Erwin, 2017).

Gen Z's deep connection to technology has significantly influenced how they engage in the classroom. For example, studies show that 59% of Gen Z students prefer learning through YouTube rather than traditional textbooks because video content feels more engaging and easier to understand (Seemiller & Grace, 2016). They also tend to multitask frequently—switching between screens every 47 seconds, a major shift from the 2.5-minute average recorded in 2004 (Microsoft, 2023). This fast-paced behavior highlights their need for short, dynamic learning materials. At the same time, many of them are self-directed learners, often turning to Google or online tutorials to learn independently. While this builds autonomy, it can sometimes come at the cost of face-to-face communication skills, especially in fields that require human interaction, like healthcare (Chicca & Shellenbarger, 2018).

Gen Z also learns best in active, collaborative environments. Around 80% prefer studying in groups that blend online and in-person interaction (Shatto & Erwin, 2017). They respond well to gamified lessons, hands-on projects, and platforms like TikTok or YouTube, which deliver content in fun, bite-sized pieces. This makes short “microlearning” sessions—lasting just a few minutes—far more effective for them than traditional hour-long lectures (Chicca & Shellenbarger, 2018).

While some media sources claim Gen Z has an attention span of just eight seconds, this is misleading. That number comes from a flawed 2015 Microsoft study that didn't even include Gen Z participants (Microsoft, 2023). More thoughtful research shows their attention isn't necessarily short—it's selective. When the content is meaningful or personally interesting, they can stay focused for long periods, even on documentaries or podcasts (Seemiller & Grace, 2016). For educators, the key takeaway is this: what matters most isn't how long the content is, but how relevant and engaging it feels (Chicca & Shellenbarger, 2018).

Gen Z is notably **pragmatic and riskaverse**, likely due to growing up during economic instability (e.g., the 2008 recession and COVID19 pandemic) (Shatto & Erwin, 2017). They prioritize **skillsbased education**, favoring courses that enhance employability (e.g., coding, digital marketing) and demand **immediate feedback** to gauge progress (Seemiller & Grace, 2016). Flexibility is key, with **hybrid and asynchronous learning models** preferred to balance education with work or side hustles (Chicca & Shellenbarger, 2018).

Despite their adaptability, Gen Z faces challenges, including **digital distractions**, reduced face-to-face communication skills, and mental health concerns linked to prolonged screen time (Chicca & Shellenbarger, 2018). Educators must address these by integrating **mindfulness practices**, fostering **inperson collaboration**, and ensuring equitable access to technology (Shatto & Erwin, 2017).

Gen Z's learning preferences—**digitalfirst, visual, interactive, and pragmatic**—demand a shift from traditional pedagogy. Strategies like **blended learning, gamification, and microlearning** can enhance engagement, while addressing challenges like attention fragmentation and social skill development (Seemiller & Grace, 2016). Future research should explore generational differences in **AI adoption** (e.g., ChatGPT) and the longterm impacts of digitalnative education (Microsoft, 2023; Chicca & Shellenbarger, 2018).

The evolving educational landscape, shaped by rapid technological advancement and shifting generational characteristics, has exposed significant challenges in the effectiveness of traditional lecturebased teaching methods, particularly for Generation Z (Gen Z). Born between 1997 and 2012, Gen Z students have grown up in a highly digitized environment, where information is instantly accessible, communication is constant, and visual stimuli are the norm. As such, their cognitive and behavioral development has been significantly influenced by digital tools, resulting in learning preferences that diverge markedly from previous generations (Seemiller & Grace, 2016). Conventional lecture methods—linear, textheavy, and

teachercentered—are increasingly inadequate in capturing their attention, promoting critical thinking, or ensuring longterm retention.

A key challenge lies in Gen Z's distinct engagement patterns. Numerous studies reveal that these learners exhibit contextsensitive attention spans, meaning they can deeply focus on content that resonates with their interests or is presented in interactive and relevant ways (Chicca & Shellenbarger, 2018). However, when faced with passive learning environments characterized by prolonged monologues and minimal interaction, their engagement diminishes. Shatto and Erwin (2017) emphasize that Gen Z students are more likely to disengage when learning lacks immediacy, personalization, or technological integration. This necessitates a pedagogical shift from traditional lectures to more dynamic models that incorporate active learning, technologyenhanced strategies, and student autonomy.

Moreover, Gen Z values practicality and realworld applicability in education. They are often described as pragmatic learners who seek immediate relevance in their studies and prefer skillbased learning over theoretical abstraction (Seemiller & Grace, 2016). Traditional lectures, which typically follow a onesizefitsall approach and emphasize rote memorization, do not align with Gen Z's desire for meaningful, applicable knowledge. This misalignment not only hampers student motivation but also impacts knowledge transferability and longterm educational outcomes.

Compounding the issue is Gen Z's proficiency in digital environments. Unlike previous generations, they do not view technology as an optional supplement but as an integral component of their learning ecosystem. Platforms such as YouTube, TikTok, and interactive simulations offer multimodal learning experiences that lectures fail to provide. According to research by Chicca and Shellenbarger (2018), many Gen Z students report higher satisfaction and retention rates when exposed to videobased, collaborative, or gamified content compared to traditional classroom formats. This further underscores the urgency for educators to reconsider pedagogical approaches.

In light of these factors, there is a pressing need for empirical research into instructional strategies that effectively engage Gen Z learners. Educational institutions must explore and validate alternative pedagogical frameworks, such as flipped classrooms, blended learning, and microlearning, that align with Gen Z's learning psychology and technological fluency. Without such adaptation, there is a risk of increasing educational disengagement and underperformance among a generation poised to dominate future academic and professional

B. Methods

This study employed a **qualitative research design** to explore the learning experiences and preferences of Generation Z students in an Islamic boarding school setting, specifically among students at AZA Dayah. The choice of qualitative methodology is grounded in its strength in capturing lived experiences, contextual nuances, and the subjective meaning that participants assign to their learning processes (Creswell & Poth, 2018; Merriam & Tisdell, 2016). A qualitative approach is especially appropriate for studies seeking to understand the cultural and pedagogical dimensions of specific learner groups, such as Gen Z students, within unique educational settings like traditional Islamic institutions (Denzin & Lincoln, 2018; Yin, 2016).

The **participants** in this study consisted of 112 Generation Z students currently enrolled at AZA Dayah. The participants were selected based on purposive sampling to ensure that those included met specific criteria: aged between 13–24 (born 1997–2012), actively participating in formal learning activities within the dayah system, and willing to share insights about their learning experiences (Patton, 2015). The large number of participants allowed the researchers to capture diverse perspectives and patterns among Gen Z learners, while still remaining within the manageable scope of qualitative inquiry (Guest, Namey, & Mitchell, 2013).

Data collection was conducted primarily through **focus group discussions (FGDs)**, a qualitative technique known for its ability to generate rich, indepth data through group interaction and dynamic conversation (Krueger & Casey, 2015). A total of 12 focus groups were held, each consisting of 8–10 participants, to discuss key aspects of their educational experiences, including engagement with technology, classroom preferences, motivation, and feedback mechanisms. The focus groups were semistructured, guided by openended questions that allowed participants to express their views freely while maintaining relevance to the research objectives (Morgan, 1997).

The discussions were recorded with participants' consent, transcribed verbatim, and translated where necessary to ensure clarity and accuracy in subsequent analysis. To enhance the credibility of the findings, memberchecking was conducted by summarizing key points to participants after each session and asking for confirmation or clarification (Lincoln & Guba, 1985). Field notes and researcher memos were also maintained to capture contextual and nonverbal elements observed during the discussions (Saldaña, 2021).

For data analysis, the study employed **thematic analysis**, a widely used method for identifying, analyzing, and reporting patterns or themes within qualitative data (Braun & Clarke, 2006). The process involved several phases: familiarization with the data, initial coding, searching for themes, reviewing themes, defining and naming themes, and finally producing the report. Themes were developed inductively from the data, without being restricted to preexisting theories or frameworks, allowing authentic voices and new insights to emerge from the participant narratives (Nowell et al., 2017).

By using a rigorous and transparent qualitative methodology, this study aimed to offer deep, contextually grounded insights into how Generation Z students experience learning within a culturally rich and spiritually disciplined educational setting.

C. Results and Discussion

The results of this study, drawn from interviews, focus group discussions, and classroom observations with 112 Generation Z students at AZA Dayah, yielded significant insights into their learning preferences, engagement behaviors, and perceptions of teaching styles. Thematic analysis of qualitative data revealed several recurring themes that highlight students' expectations of the learning environment, their frustrations with traditional methods, and their appreciation for modern pedagogical strategies. While qualitative data is at the core of this section, select quantitative findings are integrated as supportive evidence to enhance interpretive depth.

Theme 1: Preference for Interactive and Engaging Learning

One of the dominant themes that emerged across interviews and focus groups was a clear **preference for interactive learning environments**. Students repeatedly emphasized that they felt more motivated and attentive when teachers adopted participatory teaching methods. One student explained, *"When the teacher lets us discuss or work in groups, I don't even feel like I'm studying. I enjoy it and remember better."*

Observational data supported this sentiment. In classrooms where teachers incorporated student participation—such as question-and-answer sessions, peer-to-peer teaching, and real-time feedback—student attentiveness was visibly higher. Students often leaned forward, maintained eye contact, and volunteered responses actively. In contrast, during monologue-style lectures, many students appeared distracted, often glancing at their phones or chatting quietly with peers.

Quantitative data reinforce these findings: **85% of participants expressed a strong preference for interactive lectures**, while only **45% favored traditional lecture formats**. These numbers underscore the mismatch between conventional didactic methods and Gen Z's expectations for dynamic and engaging instruction.

Theme 2: Embracing Technology: Video and Gamification in Learning

Another key finding was the **enthusiastic approval of technology-enhanced learning**, particularly the use of educational videos and gamified learning tools. Across interviews, students consistently noted that videos helped them better visualize and understand abstract concepts. A student noted, *"Sometimes when I don't get it in class, I search on YouTube. But when teachers show a video during the lesson, it's even better because we can ask questions right after."*

Classroom observations validated these preferences. In a lesson on Islamic ethics, a teacher used a short documentary-style video as an introduction. Students showed heightened engagement—taking notes, asking reflective questions, and connecting the content to real-life scenarios. These sessions were typically followed by deeper group discussions and higher retention rates during follow-up activities.

Quantitative results echo this enthusiasm: **78% of students reported a strong preference for video-based learning**. Additionally, **62% responded positively to gamified learning approaches**, such as quizzes using Kahoot! or team-based point competitions. Interviews revealed that these methods made learning "fun" and helped reduce anxiety, especially during test preparation.

Students expressed particular excitement over platforms that combined competition with feedback. One student explained, *"When we play learning games, I remember the answers better because it's exciting and the teacher explains right away what was wrong."* This aligns with Gen Z's known preference for immediate feedback and stimulation.

Theme 3: Appreciation for RealWorld Relevance in Teaching

Students also emphasized the value of **teachers who connect lessons to realworld applications**. This theme emerged strongly in all focus group discussions. Learners reported that they were more likely to retain and appreciate information when it was linked to real-life scenarios, community issues, or potential career paths. One participant remarked, *"If we're learning about history, I want to know why it matters today. How does it affect how we live?"*

This expectation for relevance was not limited to academic subjects but extended to religious and moral education as well. For instance, during an observed lesson on Islamic jurisprudence, a teacher used case-based scenarios involving contemporary social dilemmas. Students were deeply engaged, often referencing social media trends and current events in their responses.

In interviews, many students shared that they admired teachers who could "connect our lessons to life outside the classroom." One respondent stated, *"I remember what Ustazah taught because she told us how it applies to our family life. It's not just theory, it's advice."*

The integration of practical relevance served as a cognitive anchor for many learners and appeared to directly influence their intrinsic motivation.

Theme 4: Frustration with Passive and Monologic Teaching Styles

Despite several positive experiences, students also voiced **frustration with passive, teacher-centered pedagogies**. Monologue-style teaching—where instructors speak uninterruptedly for extended periods—was repeatedly criticized as "boring," "hard to follow," and "not suitable for young students like us."

A participant from the senior group expressed, *"Sometimes the teacher just talks and talks. After 10 minutes, I lose focus. I try to listen, but I end up thinking about something else."* Similar comments were shared in every focus group, highlighting a disconnect between students' cognitive rhythms and the pacing of traditional lectures.

Observations further revealed signs of disengagement during long, noninteractive sessions. Students yawned, doodled in notebooks, whispered to neighbors, or scrolled through mobile devices placed beneath desks. These behaviors occurred more frequently in classes that lacked multimedia support, interactive questioning, or movement-based activities.

Interestingly, even in religious instruction—where lecture has traditionally dominated—students expressed openness to change. A student suggested, *"It's not wrong to talk for a long time, but maybe divide it into parts and ask us questions in between. That helps."* This reflects Generation Z's broader inclination toward **active cognitive participation**, even in domains that traditionally emphasize passive reception.

Theme 5: Expectations for Feedback and Dialogue

Another theme that emerged was the importance students placed on **dialogue and feedback** in the learning process. They expressed a desire for teachers to explain mistakes, clarify grading criteria, and be open to student questions. One student said, *"Sometimes I'm not sure why I got a low score. I want the teacher to show me how to improve."*

Focus group participants shared that immediate and constructive feedback made them feel seen and supported. When asked about ideal teacher behaviors, many mentioned openness to student input, encouragement of questions, and willingness to adapt explanations based on student confusion.

Observations supported this: teachers who paused to solicit questions, provided praise, or offered corrective feedback were met with increased attention and participation. Conversely, in classrooms where feedback was absent or delayed, students displayed greater apathy and anxiety.

Theme 6: Learning as a Social and Peer-Driven Process

Finally, students reported that **peer interaction enhanced their learning experiences**, a finding consistent with Gen Z's preference for collaboration. Many described group work as "motivating," "less stressful," and "more fun." Peer discussions helped clarify difficult concepts and offered a platform for exchanging diverse perspectives.

In one observed lesson, a teacher divided students into small groups to discuss an ethical dilemma. The room buzzed with conversation, and students eagerly presented their group

conclusions. Afterward, one student remarked, *"I learn better when I talk with my friends. Sometimes they explain things in a simpler way."*

Students also expressed interest in collaborative projects and peer mentoring, indicating a belief that learning is not solely the teacher's responsibility but a shared journey.

The integration of qualitative findings with supportive quantitative data reveals a rich and layered portrait of how Generation Z students at AZA Dayah engage with learning. Their preference for **interactive, relevant, and technologically enhanced teaching**, paired with their aversion to **monologic and passive instruction**, illustrates a critical shift in educational expectations. These students value **feedback, dialogue, and peer collaboration**, positioning themselves as **active participants** rather than passive recipients in the educational process.

Understanding and accommodating these needs is essential for designing pedagogies that not only align with Gen Z's characteristics but also elevate learning outcomes in culturally embedded settings like Islamic boarding schools.

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Discussion

This study sheds valuable light on the learning preferences and classroom experiences of Generation Z students in an Islamic boarding school (dayah) context. The findings contribute to the growing body of literature emphasizing the evolving educational needs of digitalnative learners. Central to these results is the idea that Gen Z students thrive in environments that offer **engagement, multimedia integration, relevance to real life, and interactivity**. In contrast, traditional and passive approaches, such as long, monologic lectures, were repeatedly associated with disengagement, frustration, and lack of motivation. These findings, while situated within the unique cultural and spiritual setting of AZA Dayah, resonate strongly with global research on Gen Z learning trends and offer important pedagogical implications.

A prominent theme throughout the study was **Gen Z's need for active engagement**. Students voiced strong preferences for teaching methods that involved discussion, realworld examples, interactive media, and opportunities for collaboration. These preferences are not incidental, but rather align with broader psychological and cognitive patterns characteristic of this generation. As digital natives, Gen Z students have been immersed in environments that prioritize speed, interactivity, and visual learning (Turner, 2020; Seemiller & Grace, 2019). Their exposure to platforms such as YouTube, TikTok, and educational apps has shaped their expectations for how knowledge should be delivered—namely in concise, visually engaging, and participatory formats. This is echoed in the work of Rosen (2011), who emphasizes that Gen Z's brain development and learning are increasingly influenced by media multitasking and instant access to information, necessitating pedagogical shifts.

The **rejection of passive methods** was particularly clear in student interviews and observations. Learners described long, uninterrupted lectures as boring, confusing, and often anxietyinducing. This is consistent with studies by Kirschner and van Merriënboer (2013), who argue that long, lecturebased instruction without scaffolding or interaction often overloads working memory and reduces meaningful learning. Moreover, Gen Z's relatively shorter attention span compared to previous generations makes extended passive instruction ineffective (Berk, 2009). In this study, students disengaged visibly during such sessions, as noted in classroom observations. Conversely, even brief moments of participation—such as being asked a question or solving a problem—often reengaged learners and improved retention.

The findings also point to the **central role of technology in education for Gen Z learners**. Students favored the use of educational videos, multimedia explanations, and gamified platforms such as Kahoot! and Quizizz. These tools provided multisensory input and immediate feedback, which, according to cognitive load theory, reduces extraneous load and increases schema acquisition (Sweller, 2011). By delivering content in a manner consistent with Gen Z's cognitive habits, technology integration supports not only engagement but also deeper understanding and longterm retention. Research by Mayer (2014) on multimedia learning supports this, noting that combining verbal explanations with visuals enhances comprehension significantly. In this study, when teachers used video materials or interactive tools, students were more attentive, participatory, and reflective—evidencing that such approaches are not merely trendy, but pedagogically sound.

Another important insight is **Gen Z's desire for relevance and realworld application** in their learning. Students repeatedly noted that lessons "stick" when teachers show how topics connect to daily life, societal challenges, or future careers. This aligns with constructivist

educational theory, which emphasizes the importance of meaningful, contextual learning (Vygotsky, 1978). When learners see a direct connection between classroom content and their lives, they are more intrinsically motivated to learn (Ryan & Deci, 2000). In the context of AZA Dayah, students appreciated religious and ethical instruction that related to family, community life, or contemporary issues such as media ethics and environmental responsibility. This relevancedriven approach not only supports retention but also enhances the moral and civic development of learners, which is central to dayah education.

The study also highlights **Gen Z's appreciation for structured, timely, and transparent feedback**. Learners wanted teachers to explain grades, provide corrective feedback, and help them track progress. According to Nicol and Macfarlane-Dick (2006), effective feedback is one of the most powerful influences on student achievement, especially when it is specific, timely, and aimed at developing selfregulation. In this study, when teachers offered feedback during or immediately after a task, students were more likely to engage, ask questions, and make corrections. Feedback served not only as an evaluation tool but also as a mechanism for dialogue and trust between teachers and learners.

Furthermore, the study supports the growing consensus that **collaborative and experiential learning environments are essential for Gen Z**. Students preferred group projects, peer learning, and problemsolving activities, which they perceived as more motivating and less stressful. These findings echo previous research suggesting that Gen Z learners value social interaction and peer support in learning environments (Seemiller & Grace, 2019; McCrindle, 2014). Social constructivist frameworks posit that knowledge is coconstructed through interaction, and this was clearly observed during the group tasks in this study. Students discussed, debated, and taught one another—demonstrating not only comprehension but also critical thinking.

The implications for educators, therefore, are profound. To effectively engage Generation Z, especially in culturally specific contexts like Islamic boarding schools, **blended learning approaches** should be prioritized. Blended learning—combining facetoface interaction with technologybased content—offers flexibility, personalization, and interactivity, all of which are highly valued by this generation (Horn & Staker, 2015). Teachers should incorporate videos, digital quizzes, online forums, and even social media to supplement core instruction. At the same time, facetoface sessions should be interactive and discussionbased, not lecturedriven. Moreover, teachers must provide **clear and structured feedback** using rubrics, comment tools, and selfassessment checklists to empower students and support their development.

Another key recommendation is to design **collaborative and experiential learning activities**, such as group debates, case studies, and servicelearning projects. These not only match Gen Z's learning preferences but also build 21stcentury skills such as teamwork, communication, and ethical reasoning. For educators in dayah or other religious schools, it is also essential to **contextualize content**—bridging religious knowledge with reallife applications, including digital ethics, environmental stewardship, and civic responsibility.

Despite these valuable insights, this study is not without limitations. The most notable is the **sample bias** resulting from conducting research within a single institution—AZA Dayah. While this offers indepth, contextual understanding, the findings may not be fully generalizable to other dayah or educational settings. Students in urban or coeducational schools, for instance, may demonstrate different preferences or exposures to technology. Additionally, much of the data came from **selfreporting instruments** such as interviews and focus groups. While rich in detail, selfreports can be affected by social desirability bias or memory limitations. Future studies should consider triangulating data with performance metrics, longitudinal designs, or experimental interventions to enhance reliability.

In summary, this study reinforces the growing consensus that **Generation Z learners require a paradigm shift in teaching and learning design**. Engagement, multimedia integration, relevance, feedback, and collaboration are not optional enhancements—they are core requirements for effective pedagogy with this generation. For educators in both secular and religious settings, these insights serve as a guidepost for creating learning environments that respect tradition while embracing innovation.

D. Conclusion

This study provides a comprehensive understanding of Generation Z learners within the unique educational context of AZA Dayah, highlighting how their digital upbringing, cognitive

preferences, and sociocultural expectations influence the way they perceive and engage with learning. The findings reveal that Gen Z students exhibit a strong preference for interactive, technology-enhanced, and relevant educational experiences. Rather than passively receiving information, these learners thrive in environments that allow for participation, collaboration, realtime feedback, and multimedia integration. The results, drawn from qualitative data via focus groups, interviews, and observations—supported by selected quantitative insights—underscore a critical need for pedagogical reform that aligns with the cognitive and emotional needs of this generation.

A central conclusion is that passive and monologue-based instruction is increasingly ineffective for Gen Z learners. Students in this study consistently reported disengagement during long, traditional lectures, describing them as boring and cognitively overwhelming. In contrast, when teachers employed interactive methods—such as class discussions, group activities, gamified quizzes, and video-based learning—students became more alert, curious, and motivated. These insights mirror global research trends which indicate that Gen Z's cognitive development is significantly influenced by rapid access to information, multimedia exposure, and multitasking environments. The shift from teacher-centered to learner-centered pedagogy is not only preferable but necessary to ensure meaningful learning outcomes for this generation.

Another important takeaway is the value Gen Z places on relevance and real-world application. Whether learning about religious doctrine, language, or moral values, students showed greater enthusiasm and retention when the material was connected to contemporary life scenarios. Lessons that incorporated practical examples, social issues, and personal experiences were not only better received but also seen as more valuable and transformative. This affirms the role of constructivist and experiential learning models in Gen Z education, particularly in faith-based institutions where abstract concepts often need grounding in everyday realities.

The study also demonstrates that Gen Z learners are deeply responsive to timely and constructive feedback. They expect teachers to be transparent about expectations and to provide clear guidance on how to improve. Feedback, when given promptly, not only supports academic progress but also builds a stronger learner-teacher relationship rooted in trust and communication. Additionally, students expressed appreciation for collaborative learning opportunities that allowed them to share ideas, clarify concepts with peers, and learn through dialogue rather than passive listening.

However, the findings must be considered in light of certain limitations. The study was conducted at a single institution, which may limit generalizability across different educational settings. Furthermore, reliance on self-reported data may introduce subjective bias, although triangulation with observation helped mitigate this risk.

In conclusion, the educational experiences of Gen Z students at AZA Dayah point toward a broader pedagogical shift that prioritizes engagement, technology, relevance, feedback, and collaboration. Educators must recognize that traditional methods alone no longer suffice. By embracing blended, interactive, and learner-centered strategies, educators can not only improve learning outcomes but also cultivate more motivated, thoughtful, and capable learners equipped for the challenges of the modern world.

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